



# Zero Textbook Cost (ZTC) Acceleration Grant Collaboration Cohort Early Childhood Education and Child Development Final Report

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## **INTRODUCTION**

The Early Childhood Education (ECE) and Child Development Collaboration Cohort consisted of twenty-two colleges. Of these, 17 are working on the ECE Associate of Science for Transfer (AS-T) degree, 5 are working on the Child and Adolescent Development Associate of Arts for Transfer (AA-T) degree, and 3 are working on both. Only two colleges are focusing on a local degree and nine are working on one or more Certificates of Achievement (CoA). It should be noted that it is common for a college to offer a wide array of ECE certificates that prepare students for a wide array of positions in the childcare field. This diversity was demonstrated in the array of CoA pathways colleges are focusing on.

## **COLLABORATION COHORT PURPOSE**

The Academic Senate for California Community Colleges (ASCCC) Open Educational Resources Initiative (OERI) facilitated the work of the ZTC Acceleration Grant Economics Collaboration Cohort. Although this process was introduced to prevent the duplication of effort, it also provides a means to ensure the awareness of available OER and other sustainable means of achieving ZTC status, share OER development plans, and identify opportunities for collaboration across colleges. At the conclusion of the cohort process, the OERI will provide a report to the California Community Colleges Chancellor's Office (CCCCO) that will document the work of the cohort, verify the absence of duplicative plans, and/or delineate how duplication will be prevented or minimized.

## **EARLY CHILDHOOD EDUCATION AND CHILD DEVELOPMENT COLLABORATION COHORT – MEMBER COLLEGES AND ZTC PATHWAYS**

The Early Childhood Education (ECE) and Child Development Collaboration Cohort consisted of the following colleges that were working on the ECE Associate of Science for transfer (AS-T) and/or the Child and Adolescent Development (CAD) Associate of Arts for Transfer (AA-T):

- Allan Hancock College (AHC) – ECE AS-T
- Barstow College – ECE AS-T
- Cañada College – ECE AS-T, CAD AA-T
- Cerro Coso College – ECE AS-T
- Chabot College – ECE AS-T
- Citrus College – CAD AA-T
- Clovis College – ECE AS-T
- Coalinga College – ECE AS-T
- Cuyamaca College – ECE AS-T, CAD AA-T
- Fresno City College (FCC) – ECE AS-T
- Los Angeles Pierce College (LAPC) - CAD AA-T
- Los Angeles Mission College (LAMC) – ECE AS-T
- Mendocino College – ECE AS-T
- Merced College – ECE AS-T
- Moreno Valley College (MVC) – ECE AS-T

- Palo Verde College (PVC) – ECE AS-T, CAD AA-T
- Palomar College – ECE AS-T
- Rio Hondo College (RHC) – ECE AS-T
- Shasta College – ECE AS-T

In addition to working on one of the aforementioned degrees, colleges also identified the following pathways as the focus of their ZTC Work:

- AHC - Early Childhood Studies: General Certificate of Achievement (CoA)
- Cañada College – Inclusion Support CoA
- Cerro Coso College – Associate Teacher, Teacher, Master Teacher, and Site Supervisor CoAs
- Chabot College – Early Childhood Administration CoA
- Columbia College – Child Development Associate of Arts (AA)
- ELAC – Site Supervisor III CoA
- Palomar College – School Age Assistant CoA
- RHC – Infant and Toddler and Language and Literacy Specialization CoAs
- Shasta College – ECE AA, Family Childcare CoA, and ECE – Competency Based Education CoA
- VVC - Site Supervisor CoA

The ASCCC OERI collected course level data for each of the pathways including current Zero Textbook Cost (ZTC) status, adopted resources, and plans to convert a course to ZTC to identify overlap and areas of potential collaboration. Since colleges are converting a variety of different pathways, courses were grouped using ECE and CDEV descriptors and courses with similar course titles to identify commonalities.

## **STATUS OF EARLY CHILDHOOD EDUCATION AND CHILD DEVELOPMENT COURSES SPECIFIED IN THE EARLY CHILDHOOD EDUCATION AND CHILD AND ADOLESCENT DEVELOPMENT TRANSFER MODEL CURRICULA AT COHORT COLLEGES**

The ECE and CAD TMCs share only one course, Child Development (CDEV) 100, Child and Growth Development. While the ECE TMC consists entirely of specific ECE and CDEV courses specified by C-ID with no options, the CAD TMC is broader in focus and only one required course is in the major. Consequently, cohort members (presumed to primarily be discipline faculty) had limited knowledge of the ZTC status of most of the courses in their CAD degrees.

It should be noted that resource development plans for courses that are already ZTC are not included in the summary below but can be found in Appendix 6, Anticipated New Open Educational Resources.

### **Child, Growth, and Development (C-ID CDEV 100)**

- ZTC – AHC, Cañada, Cañada, Chabot, Clovis, Coalinga, Columbia, FCC, LAMC, LAPC, Mendocino, Merced, PVC, Palomar, RHC, Shasta, VVC
- ZTC. Working on resources in Spanish - Cerro Coso
- Adopting [Child Growth and Development \(Paris, Ricardo, Rymond, and Johnson\)](#) – Citrus
- Adapting existing unspecified OER – Barstow, MVC
- Adapting [Child Growth and Development \(Paris, Ricardo, Rymond, and Johnson\)](#) – Cuyamaca

### **Child, Family, and Community (C-ID CDEV 110)**

- Currently ZTC (ZTC) AHC, Cañada, Chabot, Coalinga, Columbia, Merced, MVC, PVC, Palomar, RHC, Shasta, VVC
- ZTC. Working on resources in Spanish - Cerro Coso
- ZTC. Adapting [Child, Family, and Community \(Laff and Ruiz\)](#) - Cuyamaca
- Adapting existing unspecified OER – Barstow, Clovis
- Plan pending – Citrus, LAPC, Mendocino

### **Principles and Practices of Teaching Young Children (C-ID ECE 120)**

- ZTC – AHC, Clovis, Coalinga, Columbia FCC, LAMC, Mendocino, Merced, MVC, Palomar, RHC, Shasta, VVC
- ZTC. Working on resources in Spanish - Cerro Coso
- Adopting [Principles and Practices of Teaching Young Children \(Stephens et al.\)](#) – Chabot, PVC
- Plan pending – Barstow, Cañada, Cuyamaca, LAPC

### **Introduction to Curriculum (C-ID ECE 130)**

- ZTC – AHC, Cañada, Chabot, Clovis, Coalinga, Columbia, FCC, LAMC, Mendocino, Merced, Palomar
- ZTC. Working on resources in Spanish - Cerro Coso
- Plan pending - Barstow, Cuyamaca, LAPC

### **Observation and Assessment (C-ID ECE 200)**

- ZTC – Cañada, Chabot, Coalinga, Columbia, FCC, LAMC, LAPC, Mendocino, Merced, MVC, Palomar, RHC, Shasta, VVC
- ZTC. Working on resources in Spanish - Cerro Coso
- Collaborating to adapt existing unspecified OER – AHC and Clovis
- Adopting [Observation and Assessment in Early Childhood Education \(Peterson and Elam\)](#) – Palo Verde
- Plan pending – Barstow and Cuyamaca

### **Practicum in Early Childhood Education (C-ID ECE 210)**

- ZTC - Columbia, FCC, Merced, MVC, PVC, Shasta
- ZTC. Working on resources in Spanish - Cerro Coso
- Collaborating on new OER – AHC, Cañada, Clovis, LAMC. Mendocino, and VVC

- Adapting existing unspecified OER - RHC
- Plan pending – Barstow, Chabot, Cuyamaca, LAPC, Palomar

### **Health, Safety, and Nutrition (C-ID ECE 220)**

- ZTC – AHC, Cañada, Chabot, Citrus, Clovis, Coalinga, Columbia, FCC, LAMC, Mendocino, Merced, MVC, PVC, Palomar, RHC, Shasta, VVC
- ZTC. Working on resources in Spanish - Cerro Coso
- Plan pending – Barstow, Cuyamaca, LAPC

### **Teaching in a Diverse Society (C-ID ECE 230)**

- ZTC – AHC, Cañada, Chabot, Coalinga, Columbia, FCC, LAMC, Merced, Palomar, RHC, Shasta, VVC
- ZTC. Working on resources in Spanish - Cerro Coso
- Adapting unspecified existing OER, MVC, PVC
- Plan pending – Barstow, Cuyamaca, LAPC, Mendocino

## **STATUS OF COURSES DISCUSSED IN EARLY CHILDHOOD EDUCATION AND CHILD DEVELOPMENT COLLABORATION COHORT SUBGROUPS**

In order to prevent duplication in work being done to achieve ZTC status for courses without a C-ID designation, subgroups were formed where participants discussed their courses and their plans. Ongoing resource sharing is anticipated even when not specifically planned.

The status and plans for the courses discussed by the cohort are listed below.

### **Abuse and Maltreatment**

- Coalinga and PVC collaborated with PVC to create the textbook equivalent: [Child Abuse and Neglect: Stopping the Maltreatment of Our Future Generations](#)

### **Administration and Supervision**

#### **Administration I Plans**

- Columbia, ELAC – ZTC
- Cerro Coso, Chabot, Victor Valley – Collaborating with subgroup to remix and create new OER
- Coalinga – Creating new OER through Expansion Grant
- Allan Hancock, LAPC, Mendocino, Shasta – Plan pending

#### **Administration II Plans**

- Cerro Coso, Columbia – ZTC
- Chabot, ELAC, Victor Valley – Collaborating with subgroup to remix and create new OER
- Coalinga – Creating new OER through Expansion Grant
- Allan Hancock, LAPC, Mendocino, Shasta – Plan pending

## **Guidance and Discipline/Classroom Management**

- Cerro Coso – Revise locally created materials
- Clovis, Palomar, Shasta, VVC – Collaborating with subgroup to create new OER
- Cerro Coso – Revise locally created materials
- Coalinga – Plan pending

## **Inclusion**

- AHC: Introduction to Young Children with Special Needs – Plan pending
- AHC: Curriculum and Strategies for Children with Special Needs – Plan pending
- Cañada: Children with Special Needs - ZTC
- Cañada: Curriculum and Strategies for Children with Special Needs - ZTC
- Cerro Coso: Introduction to Children with Disabilities and Delays – ZTC
- Chabot: Intro to the Young Child with Exceptional Needs – ZTC. revising locally created and curated materials.
- Columbia: Introduction to Children with Special Needs – Plan pending
- Shasta: The Child with Special Needs – Plan pending
- Shasta: Teaching Children with Special Needs and Early Intervention Strategies – Plan pending
- VVC: Introduction to Children with Special Needs – Plan pending
- VVC: Curriculum and Strategies for Special Needs – Plan pending

## **Infant and Toddler**

### **Infant/Toddler Development**

- Cerro Coso, Palomar, Victor Valley – Adapting [Infant and Toddler Care and Development \(Taintor and LaMarr\)](#)
- AHC – ZTC. Looking to adopt [Infant and Toddler Care and Development \(Taintor and LaMarr\)](#)
- Chabot, Coalinga – Plan pending

### **Infant/Toddler Care and Education**

- Allan Hancock – ZTC
- Cerro Cosco, Palomar - Adapting [Infant and Toddler Care and Development \(Taintor and LaMarr\)](#)
- Chabot, Coalinga – Plan pending

## **School Age**

- Columbia: School-Age Child Development, Care, and Education – Plan pending
- Palomar: School-Age Development – Adapting and supplementing existing OER
- Palomar: Curriculum for School-Aged Child – Adapting and supplementing existing OER
- Cerro Coso: School Age Development – ZTC. Revising locally created materials

## **Additional Courses**

Additional courses that are currently ZTC with no additional work needed were excluded from the list below.

- Chabot: Adult Supervision - Revising locally created and curated materials.
- Chabot: Adaptive Curriculum for Children with Special Needs - Revising locally created and curated materials.
- Coalinga: Single Parenting – Plan pending
- Clovis: Courtship, Marriage, and Divorce: Family & Interpersonal Relationships – Plan pending

## CONCLUSIONS

The ECE and CDEV Collaboration Cohort convened synchronously via Zoom on April 16, 2024. The ASCCC OERI presented each cohort with the results of the data collection process and asked for clarity where data were missing. In addition, the ASCCC OERI presented available OER for the cohort's consideration.

The following subgroups were formed and meetings were held to finalize plans and determine if collaborations would occur: Abuse and Maltreatment; Administration and Supervision; Child, Growth, and Development; Child, Family, and Community; Guidance and Discipline/Classroom Management; Inclusion; Infant and Toddler; Introduction to Curriculum; Observation and Assessment; Practicum in Early Childhood Education; Principles and Practices of Teaching Young Children; School Age; and Teaching in a Diverse Society.

A follow-up meeting with the entire cohort was held on June 17, 2024 where an experienced OER author provided an overview of the OER creation and adaptation process. In addition, LibreTexts training was provided.

The ECE and CDEV Collaboration Cohort has resulted in collaborative projects for the following courses: Abuse and Maltreatment, Administration and Supervision I and II, Practicum in Early Childhood Education (C-ID ECE 210), Guidance and Discipline, and Observation and Assessment (C-ID ECE 200). All cohort participants have access to the collaborative plans to ensure they can consider adopting the products upon completion. The ASCCC OERI recommends that any college with “plan pending” listed in the section above review the cohort plans and consider adoption before OER creation.



## APPENDIX 1 – THE EARLY CHILDHOOD EDUCATION TRANSFER MODEL CURRICULUM

| Course Title  | C-ID Designation (if applicable) |
|---|----------------------------------|
| Child Growth and Development                        | CDEV 100                         |
| Child, Family and Community                         | CDEV 110                         |
| Principles and Practices of Teaching Young Children | ECE 120                          |
| Introduction to Curriculum                          | ECE 130                          |
| Observation and Assessment                          | ECE 200                          |
| Practicum in Early Childhood Education              | ECE 210                          |
| Health Safety and Nutrition                         | ECE 220                          |
| Teaching in a Diverse Society                       | ECE 230                          |

## APPENDIX 2 – THE CHILD AND ADOLESCENT DEVELOPMENT TRANSFER MODEL CURRICULUM

| Course Title   | C-ID Designation (if applicable)   |
|--|--|
| <b>Required Core 3 courses</b>   |  |
| Child and Growth Development   | CDEV 100   |
| Introductory Psychology  | PSY 110  |
| Introduction to Statistics<br><b>OR</b><br>Introduction to Statistics in Sociology<br><b>OR</b><br>Another CSU transferable statistics course that has been approved for Cal-GETC Area 2 and is articulated as major preparation for the Child Development major | MATH 110<br><br>SOC1 125   |
| <b>List A – Select three courses</b>   |  |
| Introduction to Cultural Anthropology<br><b>OR</b><br>Introduction to Sociology<br><b>OR</b><br>Introduction to Race and Ethnicity<br><b>OR</b><br>Child Family and Community<br><b>OR</b><br>Introduction to Marriage and Family                                | ANTH 120<br><br>SOC1 110<br><br>SOC1 150<br><br>CDEV 110<br><br>SOC1 130 |
| Introduction to Biology<br><b>OR</b><br>Other Biology courses approved for Cal-GETC Area 5B  |  |
| Introduction to Lifespan Psychology  | PSY 180  |
| A maximum of two courses not listed above that are articulated for lower division major preparation in the Child Development Major at a CSU campus   |  |

### APPENDIX 3 – RESOURCES IN USE OR IDENTIFIED BY THE EARLY CHILDHOOD EDUCATION AND CHILD DEVELOPMENT COLLABORATION COHORT COLLEGES

| Resource   | Course(s)  | College(s)  |
|--|--|---|
| <a href="#">Child Abuse and Neglect: Stopping the Maltreatment of Our Future Generations - Social Sci LibreTexts</a>               | Abuse and Maltreatment   | Palo Verde, Coalinga  |
| <a href="#">Child, Family, and Community (Laff and Ruiz)</a>   | Child, Family, and Community (C-ID CDEV 110)   | Allan Hancock, Cerro Coso, Cuyamaca (adapting), LA Mission, Palomar, Coalinga   |
| <a href="#">College of the Canyons, Child Growth and Development</a>   | Child, Family, and Community (C-ID CDEV 110)   | Cañada  |
| <a href="#">Child Family Community: The Socialization of Diverse Children</a>  | Child, Family, and Community (C-ID CDEV 110), Child, Growth, and Development (C-ID CDEV 100) | Chabot, Palo Verde, Palomar, Shasta, Fresno   |
| <a href="#">Child Growth and Development (Paris, Ricardo, Rymond, and Johnson)</a>   | Child, Growth, and Development (C-ID CDEV 100)   | Allan Hancock, Cañada, Cerro Coso, Chabot, Citrus, Coalinga, LA Mission, Mendocino, Palo Verde, Palomar                   |
| <a href="#">Principles and Practices of Teaching Young Children</a>  | Child, Growth, and Development (C-ID CDEV 100)   | Fresno  |
| <a href="#">Health, Safety, and Nutrition (Paris)</a>  | Health, Safety, and Nutrition (C-ID ECE 220)   | Allan Hancock, Cañada, Cerro Coso, Coalinga, Columbia, Fresno, LA Mission, Mendocino, Merced, Palo Verde, Palomar, Shasta |
| <a href="#">Inclusion Works! Creating Child Care Programs That Promote Belonging for Children with Disabilities Second Edition</a> | Inclusion  | Palomar   |
| <a href="#">California Infant/Toddler Curriculum Framework</a>   | Infant/Toddler Care and Development  | Allan Hancock, Palomar  |

| Resource  | Course(s)  | College(s)  |
|---|--|---|
| <a href="#">California Infant/Toddler Learning &amp; Development Foundations</a>                                    | Infant/Toddler Care and Development                                | Allan Hancock, Palomar  |
| <a href="#">Infant and Toddler Care and Development (Taintor and LaMarr)</a>  | Infant/Toddler Care and Development                                | Cerro Coso, Palomar, Victor Valley  |
| <a href="#">Introduction to Curriculum for Early Childhood Education (Paris and Beeve)</a>                          | Intro to Curriculum (C-ID ECE 130)                                 | Allan Hancock, Cañada, Cerro Coso, Clovis, Coalinga, Fresno, LA Mission, Mendocino, Palo Verde, Palomar, Shasta |
| <a href="#">Observation and Assessment in Early Childhood Education (Peterson and Elam)</a>                         | Observation and Assessment (C-ID ECE 200)                          | Cañada, Cerro Coso, Chabot, Coalinga, Fresno, LA Mission, Palomar, Shasta                                       |
| <a href="#">California Preschool Learning Foundations Volume 1</a>  | Observation and Assessment (C-ID ECE 200)                          | Allan Hancock, Palomar  |
| <a href="#">California Preschool Learning Foundations Volume 2</a>  | Observation and Assessment (C-ID ECE 200)                          | Allan Hancock, Palomar  |
| <a href="#">California Preschool Learning Foundations Volume 3</a>  | Observation and Assessment (C-ID ECE 200)                          | Allan Hancock, Palomar  |
| <a href="#">CalTPA Assessment Materials</a>   | Practicum in Early Childhood Education (C-ID ECE 210)              | Shasta  |
| <a href="#">ECD Principles and Practices (Hale) – Social Sci LibreTexts</a>   | Principles and Practices of Teaching Young Children (C-ID ECE 120) | Allan Hancock   |
| <a href="#">Principles and Practices of Teaching Young Children (Stephens et al.)</a>                               | Principles and Practices of Teaching Young Children (C-ID ECE 120) | Cañada, Cerro Coso, Chabot, Coalinga, Fresno, LA Mission, Mendocino, Palo Verde, Palomar                        |
| <a href="#">The Role of Equity and Diversity in Early Childhood Education (Esquivel, Elam, Paris, &amp; Tafoya)</a> | Teaching in a Diverse Society (C-ID ECE 230)                       | Allan Hancock, Cerro Coso, Coalinga, Columbia, Fresno, LA Mission, Palomar, Shasta                              |

## APPENDIX 4 – AVAILABLE OER FOR COURSES SPECIFIED IN THE EARLY CHILDHOOD EDUCATION TRANSFER MODEL CURRICULUM

The following list provides examples of existing Open Educational Resources (OER) that can be used for the indicated courses. The structure presented here aligns with the [ECE Transfer Model Curriculum](#). Access curated collections of resources for ECE at [Open Educational Resources and CDEV/ECE \(Child Development and Early Childhood Education\)](#) and [OER and the ECE TMC](#).

### Child Growth and Development ([C-ID CDEV 100](#))

- [Understanding the Whole Child: Growth and Development Conception through Adolescence \(Saddleback College\) – Pressbooks \(CC BY\)](#)
- [Child Growth and Development – LibreTexts \(CC BY, except where otherwise noted\)](#)
- [Child Growth and Development \(Zaar\) \(CC BY-NC-SA\)](#)

### Child, Family, and Community ([C-ID CDEV 110](#))

- [Child, Family and Community \(Laff and Ruiz\) – LibreTexts \(CC BY, except where otherwise noted\)](#)
- [Child Family Community: The Socialization of Diverse Children \(ASCCC OERI, 2022\) – LibreTexts \(CC BY\)](#)

### Principles and Practices of Teaching Young Children ([C-ID ECE 120](#))

- [Principles and Practices of Teaching Young Children \(Stephens et al.\) – LibreTexts \(CC BY, except where otherwise noted\)](#)

### Introduction to Curriculum ([C-ID ECE 130](#))

- [Introduction to Curriculum for Early Childhood Education \(Paris and Beeve\) \(LibreTexts\) \(CC BY, except where otherwise noted\)](#)

### Observation and Assessment ([C-ID ECE 200](#))

- [Observation and Assessment in Early Childhood Education \(Peterson and Elam\) \(LibreTexts\) \(CC BY, except where otherwise noted\)](#)
- [Observando y Asesorando en Ambientes Educativos by Gonzalez Cuadros \(CC BY-NC\)](#)

### Practicum in Early Childhood Education ([C-ID ECE 210](#))

- [Practicum Fieldwork OER Handbook Folder – Google Drive \(CC BY, except where otherwise noted\)](#)
- [The ELC: An Early Childhood Learning Community at Work – Milne Open Textbooks \(CC-BY-NC\)](#)

### Health, Safety, and Nutrition ([C-ID ECE 220](#))

- [Health, Safety, and Nutrition \(Paris\) \(LibreTexts\) \(CC BY, except where otherwise noted\)](#)

### Teaching in a Diverse Society ([C-ID ECE 230](#))

- [The Role of Equity and Diversity in Early Childhood Education \(Esquivel, Elam, Paris, & Tafoya\) in LibreTexts \(CC BY, except where otherwise noted\)](#)
- [Dimensiones de Diversidad en la Educación Temprana \(González Cuadros\)](#)

## APPENDIX 5 – AVAILABLE OER FOR COURSES SPECIFIED IN THE CHILD AND ADOLESCENT DEVELOPMENT TRANSFER MODEL CURRICULUM

The following list provides examples of existing Open Educational Resources (OER) that can be used for the indicated courses. The structure presented here aligns with the [ECE Transfer Model Curriculum](#). Access curated collections of resources for ECE and children development courses at [Open Educational Resources and CDEV/ECE \(Child Development and Early Childhood Education\)](#) and [OER and the ECE CAD](#). Due to the wealth of available resources for some courses, the list below is not comprehensive.

### Required Core Courses (3 courses)

#### Child Growth and Development ([C-ID CDEV 100](#))

##### Textbooks

- [Understanding the Whole Child: Growth and Development Conception through Adolescence \(Saddleback College\) – Pressbooks \(CC BY\)](#)
- [Child Growth and Development – LibreTexts \(CC BY, except where otherwise noted\)](#)
- [Child Growth and Development \(Zaar\) \(CC BY-NC-SA\)](#)

#### Introductory Psychology ([C-ID PSY 110](#))

- [Introductory Psychology \(OpenStax\) – LibreTexts \(CC BY 4.0\)](#)
- [Discover Psychology 2.0: A Brief Introductory Text \(Diener and Biswas-Diener\) \(CC-BY-NC-SA\)](#)
- [Introduction to Psychology \(2019\) by Jordan A. Cummings & Lee Sanders \(CC-BY-NC-SA 4.0\)](#)
- [Psychology: The Science of Human Potential by Jeffrey Levy \(CC-BY 4.0\)](#)

**Introduction to Statistics ([C-ID MATH 110](#)) OR Introduction to Statistics in Sociology ([C-ID SOCI 125](#)) OR another CSU transferable statistics course that has been approved for CSU GE Area B4 and is articulated as major preparation for the Child Development major.**

- [OpenIntro Statistics \(Diez, Barr, and Cetinkaya-Rundel\) \(CC BY-SA\)](#)
- [Statistics Using Technology \(Kozak\) \(CC BY-SA\) – Coconino Community College website](#)
- [Introductory Statistics \(OpenStax\) – LibreTexts \(CC BY 4.0\)](#)
- [Foundations in Statistical Reasoning \(Kaslik\) – LibreTexts \(CC BY-SA-NC\)](#)

#### List A – Select 3 courses below

##### Section 1: Select one from the following

#### Introduction to Cultural Anthropology ([C-ID ANTH 120](#))

- [Perspectives: An Open Invitation to Cultural Anthropology, 2nd Edition \(American Anthropological Association, 2020\) \(CC-BY-NC 4.0\)](#)
- [Introduction to Anthropology: Holistic and Applied Research on Being Human \(Palmiotto A, Homsey-Messer L, Ford B, Poole A, Adams A, Allard F, Chadwick W, 2022\) \(CC BY-SA\)](#)

#### Introduction to Sociology ([C-ID SOCI 110](#))

- [Introduction to Sociology 3e \(OpenStax\) \(CC BY\)](#)
- [Sociology \(Barkan\) – LibreTexts \(CC BY-NC-SA 3.0\)](#)

#### Introduction to Race and Ethnicity ([C-ID SOCI 150](#))

- [Immigrant and Refugee Families \(Ballard et al.\) – LibreTexts \(CC BY-NC\)](#)
- [Minority Studies \(Dunn\) – LibreTexts \(CC BY\)](#)
- [Race and Ethnic Relations in the U.S.: An Intersectional Approach \(2021\) – LibreTexts \(CC BY-NC-SA\)](#)
- [Beyond Race: Cultural Influences on Human Social Life \(Kennedy, 2018\) \(CC BY-NC-SA\)](#)

**Child, Family, and Community (C-ID CDEV 110)**

- [Child, Family and Community \(Laff and Ruiz\) – LibreTexts \(CC BY, except where otherwise noted\)](#)

**Introduction to Marriage and Family (C-ID SOCI 130)**

- [Contemporary Families – An Equity Lens \(Pearce\) – LibreTexts \(CC BY 4.0\)](#)
- [Sociology of the Family \(Hammond, 2010\) – PDF \(CC BY\)](#)
- [Intimate Relationships and Families \(College of the Canyons\) – PDF \(CC BY\)](#)
- [Parenting and Family Diversity Issues- Diana L. Lang \(Iowa State University Digital Press, 2020\) \(CC BY-NC-SA\)](#)

**Introduction to Biology (Other Biology courses approved for CSU GE Area B2 may also be used to satisfy this requirement)**

- [Concepts of Biology \(Fowler et al., 2013\) – OpenStax \(CC BY\)](#)
- [Biology 2nd Edition \(Clark et al., 2018\) – OpenStax \(CC BY 4.0\)](#)
- [Biofundamentals \(Klymkowsky and Cooper, 2021\) – LibreTexts \(CC BY-NC-SA 3.0\)](#)
- [Boundless Biology \(Boundless, n.d.\) – LumenLearning \(Licenses vary.\)](#)

**Introduction to Lifespan Psychology (C-ID PSY 180)**

- [Lifespan Development: A Psychological Perspective Fourth Edition \(Lally and Valentine-French, 2022\) \(CC BY-NC-SA 3.0\)](#)
- [Human Growth and Development \(Newton, 2022\) – Pressbooks \(CC BY\)](#)
- [Psychology through the Lifespan \(Alisa Beyer and Julie Lazzara, 2020\) \(CC BY-NC-SA 3.0\)](#)

## APPENDIX 6 – ANTICIPATED NEW OPEN EDUCATIONAL RESOURCES

| Course   | Description  | College(s)   |
|--|--|--|
| Abuse and Maltreatment                         | Updated and migrated existing Canvas materials into a textbook: <a href="#">Child Abuse and Neglect: Stopping the Maltreatment of Our Future Generations - Social Sci LibreTexts</a> | Coalinga and Palo Verde                                  |
| Administration 1, 2 and Mentoring              | Creation of a pull-apart textbook on LibreTexts.   | Chabot, Cerro Coso, Victor Valley, East LA, and Coalinga |
| Child, Family, and Community (C-ID CDEV 110)   | Creating resources in Spanish  | Cerro Coso   |
| Child, Family, and Community (C-ID CDEV 110)   | Creating ancillaries including assignments and PowerPoints   | Clovis   |
| Child, Family, and Community (C-ID CDEV 110)   | Adapting <a href="#">Child, Family, and Community (Laff and Ruiz)</a> and modifying/creating a workbook  | Cuyamaca   |
| Child, Growth, and Development (C-ID CDEV 100) | Creating resources in Spanish  | Cerro Coso   |
| Child, Growth, and Development (C-ID CDEV 100) | Adapting <a href="#">Understanding the Whole Child: Prenatal Development through Adolescence (Paris, Ricardo, and Rymond)</a> and modifying/creating a workbook                      | Cuyamaca   |
| Child, Growth, and Development (C-ID CDEV 100) | Created assignments, discussion boards, power points, and quizzes aligned with <a href="#">Child Growth and Development (Paris, Ricardo, Rymond, and Johnson)</a>                    | Clovis   |



| Course  | Description   | College(s)                                 |
|---|---|--|
| Guidance and Support for Young Children           | Creating new OER for Guidance and Support for Young Children courses. Tentative text outline:<br><br>Ch. 1: Historical Perspectives on Child Guidance<br>Ch. 2: Developmental Theories in Child Guidance<br>Ch. 3: Analyzing Child Behavior: Typical and Atypical Development<br>Ch. 4: Environmental Influences on Child Behavior<br>Ch. 5: Role of the Educator in Child Development<br>Ch. 6: Designing Supportive and Inclusive Learning Environments<br>Ch. 7: Implementing Effective Guidance Strategies<br>Ch. 8: Behavior Management and Intervention Techniques<br>Ch. 9: Observational Techniques for Assessing Behavior<br>Ch. 10: Documentation and Analysis of Behavioral Patterns<br>Ch. 11: Social and Emotional Learning and Competence<br>Ch. 12: Communication Skills for Educators and Caregivers<br>Ch. 13: Engaging Families and Communities in Education<br>Ch. 14: Supporting Children with Special Needs<br>Ch. 15: Cultural Sensitivity and Implementing an Antibias Curriculum<br>Ch. 16: Legal and Ethical Considerations in Early Childhood Education<br>Ch. 17: Technology and Digital Tools in Early Childhood Education<br>Ch. 18: Future Trends and Innovations in Child Guidance | Clovis, Shasta, Palomar, and Victor Valley |
| Health, Safety, and Nutrition (C-ID ECE 220)      | Creating resources in Spanish   | Cerro Coso                                 |
| Health, Safety, and Nutrition (C-ID ECE 220)      | Creating a testbank aligned with <a href="#">Health, Safety, and Nutrition (Paris)</a>  | Palo Verde                                 |
| Infant and Toddler Development/Care and Education | Adapting <a href="#">Infant and Toddler Care and Development (Taintor and LaMarr)</a> to support two different courses: <ul style="list-style-type: none"> <li>• Infant and Toddler Development</li> <li>• Infant and Toddler Curriculum</li> </ul>   | Cerro Coso                                 |

| Course   | Description  | College(s)                               |
|--|--|--|
| Infant and Toddler Development/Care and Education                  | Adapting <a href="#">Infant and Toddler Care and Development (Taintor and LaMarr)</a> to support two different courses: <ul style="list-style-type: none"> <li>• Infant and Toddler Development</li> <li>• Infant and Toddler Care and Curriculum</li> </ul>   | Palomar                                  |
| Infant and Toddler Development/Care and Education                  | Adapting <a href="#">Infant and Toddler Care and Development (Taintor and LaMarr)</a> to support two different courses: <ul style="list-style-type: none"> <li>• Infant and Toddler Caregiving</li> <li>• Infant and Toddler Development</li> </ul>  | Victor Valley                            |
| Introduction to Curriculum (C-ID ECE 130)                          | Creating PowerPoints and class activities for <a href="#">Introduction to Curriculum for Early Childhood Education (Paris and Beeve)</a>   | Clovis                                   |
| Introduction to Curriculum (C-ID ECE 130)                          | Creating resources in Spanish  | Cerro Coso                               |
| Observation and Assessment (C-ID ECE 200)                          | Creating resources in Spanish  | Cerro Coso                               |
| Observation and Assessment (C-ID ECE 200)                          | Collaborating to adapt and update <a href="#">Observation and Assessment in Early Childhood Education (Peterson and Elam)</a>  | Allan Hancock, Clovis                    |
| Practicum in Early Childhood Education (C-ID ECE 210)              | Creating resources in Spanish  | Cerro Coso                               |
| Practicum in Early Childhood Education (C-ID ECE 210)              | Creating textbook. Tentative chapter outline: <ol style="list-style-type: none"> <li>1. Theory to Practice</li> <li>2. Professionalism and Ethics</li> <li>3. Planning Instruction and Designing Learning Experiences</li> <li>4. Environments for Teaching and Learning</li> <li>5. Classroom Management</li> <li>6. Family Engagement</li> <li>7. Developing as a Professional Educator</li> </ol> | Allan Hancock, LA Mission, and Mendocino |
| Practicum in Early Childhood Education (C-ID ECE 210)              | Creating ancillaries such as assignments, power points, and videos.  | Clovis                                   |
| Principles and Practices of Teaching Young Children (C-ID ECE 120) | Creating resources in Spanish  | Cerro Coso                               |

| <b>Course</b>                                | <b>Description</b>  | <b>College(s)</b> |
|--|---|-------------------|
| School Age Development/Curriculum            | Remixing materials to support: <ul style="list-style-type: none"> <li>• School-Age Development</li> <li>• Curriculum for School-Aged Child</li> </ul> | Palomar           |
| School Age Development/Curriculum            | Remixing materials to support: <ul style="list-style-type: none"> <li>• School Age Development</li> <li>• School Age Curriculum</li> </ul>            | Cerro Coso        |
| Teaching in a Diverse Society (C-ID ECE 230) | Creating resources in Spanish   | Cerro Coso        |

## APPENDIX 7 – EARLY CHILDHOOD EDUCATION AND CHILD DEVELOPMENT COLLABORATION COHORT MEMO



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DATE: October 4, 2024  
NAME: Chad Funk, Program Specialist  
ADDRESS: 1102 Q Street, Sacramento, California 95811  
SUBJECT: Early Childhood Education and Child Development ZTC Acceleration Grant Collaboration Cohorts  
ASCCC OERI FACILITATOR: Amanda Taintor, ASCCC OERI Regional Lead

### **Cohort Participants and Data Collection**

The following colleges participated in the Early Childhood Education (ECE) and Child Development (CDEV) Collaboration Cohort:

- Allan Hancock College
- Barstow College
- Cañada College
- Cerro Coso College (previously awarded)
- Chabot College
- Citrus College
- Clovis College
- Coalinga College (previously awarded)
- Columbia College (previously awarded)
- Cuyamaca College
- East Los Angeles College (ELAC)
- Fresno City College (FCC) (previously awarded)
- Los Angeles Pierce College (LAPC)
- Los Angeles Mission College (LAMC)
- Mendocino College (previously awarded)
- Merced College
- Moreno Valley College (MVC)
- Palo Verde College (PVC)
- Palomar College
- Rio Hondo College (RHC)
- Riverside City College (RCC) (previously awarded)
- Shasta College (previously awarded)
- Victor Valley College (VVC)

Participating colleges planned to convert a variety of different degrees and certificates including the Early Childhood Education (ECE) AA-T, the Child and Adolescent Development (CAD) AA-T, Associate of Science (AS) degrees, and a variety of

certificates of achievement (CoAs). The following table summarizes what the colleges plan to focus on.

| College       | ECE<br>AA-T/<br>AS-T | CAD<br>AA-T/<br>AS-T | AA   | CoA 1                             | CoA 2                                | CoA 3                            | CoA 4           |
|---------------|----------------------|----------------------|------|-----------------------------------|--------------------------------------|----------------------------------|-----------------|
| Allan Hancock | X                    |                      |      | Early Childhood Studies: General  |                                      |                                  |                 |
| Barstow       | X                    |                      |      |                                   |                                      |                                  |                 |
| Cañada        | X                    | X                    |      | Inclusion Support                 |                                      |                                  |                 |
| Cerro Coso    | X                    |                      |      | Associate Teacher                 | Teacher                              | Master Teacher                   | Site Supervisor |
| Chabot        | X                    |                      |      | Early Childhood Administration    |                                      |                                  |                 |
| Citrus        |                      | X                    |      |                                   |                                      |                                  |                 |
| Clovis        | X                    |                      |      |                                   |                                      |                                  |                 |
| Coalinga      | X                    |                      |      |                                   |                                      |                                  |                 |
| Columbia      |                      |                      | CDEV |                                   |                                      |                                  |                 |
| Cuyamaca      | X                    | X                    |      |                                   |                                      |                                  |                 |
| ELAC          |                      |                      |      | Site Supervisor III               |                                      |                                  |                 |
| FCC           | X                    |                      |      |                                   |                                      |                                  |                 |
| LAMC          | X                    |                      |      |                                   |                                      |                                  |                 |
| LAPC          |                      | X                    |      |                                   |                                      |                                  |                 |
| Mendocino     | X                    |                      |      |                                   |                                      |                                  |                 |
| Merced        | X                    |                      |      |                                   |                                      |                                  |                 |
| MVC           | X                    |                      |      |                                   |                                      |                                  |                 |
| PVC           | X                    | X                    |      |                                   |                                      |                                  |                 |
| Palomar       | X                    |                      |      | School Age Assistant              |                                      |                                  |                 |
| RHC           | X                    |                      |      | Infant and Toddler Specialization | Language and Literacy Specialization |                                  |                 |
| Shasta        | X                    |                      | ECE  | ECE                               | Family Childcare                     | ECE - Competency Based Education |                 |

| College | ECE<br>AA-T/<br>AS-T | CAD<br>AA-T/<br>AS-T | AA | CoA 1              | CoA 2 | CoA 3 | CoA 4 |
|---------|----------------------|----------------------|----|--------------------|-------|-------|-------|
| VVC     |                      |                      |    | Site<br>Supervisor |       |       |       |

The ASCCC OERI collected course level data for each of the pathways including current Zero Textbook Cost (ZTC) status, adopted resources, and plans to convert a course to ZTC to identify overlap and areas of potential collaboration. Since colleges are converting a variety of different pathways, courses were grouped using ECE and CDEV descriptors and courses with similar course titles to identify commonalities.

**Cohort Convening**

The ECE and CDEV Collaboration Cohort convened synchronously via Zoom on April 16, 2024. The ASCCC OERI presented each cohort with the results of the data collection process and asked for clarity where data were missing. In addition, the ASCCC OERI presented available OER for the cohort’s consideration.

The following subgroups were formed and meetings were held to finalize plans and determine if collaborations would occur: Abuse and Maltreatment; Administration and Supervision; Child, Growth, and Development; Child, Family, and Community; Guidance and Discipline/Classroom Management; Inclusion; Infant and Toddler; Introduction to Curriculum; Observation and Assessment; Practicum in Early Childhood Education; Principles and Practices of Teaching Young Children; School Age; and Teaching in a Diverse Society.

A follow-up meeting with the entire cohort was held on June 17, 2024 where an experienced OER author provided an overview of the OER creation and adaptation process. In addition, LibreTexts training was provided.

**Findings**

The status and plans for the courses discussed by the cohort are listed below.

**Abuse and Maltreatment**

- Coalinga: Collaborated with PVC to create textbook equivalent: [Child Abuse and Neglect: Stopping the Maltreatment of Our Future Generations - Social Sci LibreTexts](#)
- PVC: Collaborated with Coalinga to create textbook equivalent: [Child Abuse and Neglect: Stopping the Maltreatment of Our Future Generations - Social Sci LibreTexts](#)

**Administration and Supervision**

*Administration / Plans*

- Allan Hancock – Plan pending
- Cerro Coso – Collaborating with subgroup to remix and create new OER
- Chabot – Collaborating with subgroup to remix and create new OER
- Coalinga – Creating new OER through Expansion Grant

- Columbia – ZTC
- ELAC – Collaborating with subgroup to remix and create new OER
- LAPC – Reviewing available OER for adaptation.
- Mendocino – Adapting existing or adopting outcome from subgroup
- Shasta – Plan pending
- Victor Valley – Collaborating with subgroup to remix and create new OER

#### *Administration II Plans*

- Allan Hancock – Plan pending
- Cerro Coso – ZTC
- Chabot – Collaborating with subgroup to remix and create new OER
- Coalinga – Creating new OER through Expansion Grant
- Columbia – ZTC
- ELAC – Collaborating with subgroup to remix and create new OER
- LAPC – Plan pending
- Mendocino – Adapting existing or adopting outcome from subgroup
- Shasta – Plan pending
- Victor Valley – Collaborating with subgroup to remix and create new OER

#### **Child, Family, and Community (C-ID CDEV 110)**

- Allan Hancock - ZTC
- Barstow – Adapting OER
- Cañada – ZTC
- Cerro Coso – ZTC. Working on resources in Spanish
- Chabot – ZTC
- Clovis – Adapting existing OER. Creating ancillaries
- Coalinga – ZTC
- Columbia – ZTC
- Cuyamaca – ZTC. Modifying/creating a workbook
- FCC – ZTC
- LAMC – ZTC
- LAPC – Plan pending
- Mendocino – Plan pending
- Merced – ZTC
- MVC – ZTC
- PVC – ZTC
- Palomar – ZTC
- RHC – ZTC
- Shasta – ZTC
- VVC - ZTC

#### **Child, Growth, and Development (C-ID CDEV 100)**

- Allan Hancock – ZTC
- Barstow – Adopting OER

- Cañada – ZTC
- Cerro Coso – ZTC. Working on resources in Spanish
- Chabot – ZTC
- Citrus – Adopting [Child Growth and Development \(Paris, Ricardo, Rymond, and Johnson\)](#)
- Clovis – Creating ancillaries
- Coalinga – ZTC
- Columbia – ZTC
- Cuyamaca - Adapting [Understanding the Whole Child: Prenatal Development through Adolescence \(Paris, Ricardo, and Rymond\)](#) and modifying/creating a workbook
- FCC – ZTC
- LAMC – ZTC
- LAPC – ZTC
- Mendocino – ZTC
- Merced – ZTC
- MVC – Adapting OER
- PVC – ZTC
- Palomar – ZTC
- RHC – ZTC
- Shasta – ZTC
- VVC – ZTC

### **Guidance and Discipline/Classroom Management**

- Cerro Coso – Revise locally created materials
- Clovis – Collaborating with subgroup to create new OER
- Coalinga College – Plan pending
- Palomar College – Collaborating with subgroup to create new OER
- Shasta College – Collaborating with subgroup to create new OER
- Victor Valley College – Collaborating with subgroup to create new OER

### **Health, Safety, and Nutrition (C-ID ECE 220)**

- Allan Hancock - ZTC
- Barstow – Plan pending
- Cañada – ZTC
- Cerro Coso – ZTC. Working on resources in Spanish
- Chabot - ZTC
- Clovis – ZTC
- Coalinga – ZTC
- Columbia – ZTC
- Cuyamaca – Plan pending
- FCC - ZTC
- LAMC - ZTC
- LAPC – Plan pending



- Mendocino - ZC
- Merced – ZTC
- MVC - ZTC
- PVC – ZTC
- Palomar – ZTC
- RHC – ZTC
- Shasta – ZTC
- VVC – ZTC

## **Inclusion**

- Cañada: Children with Special Needs - ZTC
- Cañada: Curriculum and Strategies for Children with Special Needs - ZTC
- Cerro Coso: Introduction to Children with Disabilities and Delays – ZTC
- Chabot: Intro to the Young Child with Exceptional Needs – ZTC
- Columbia: Introduction to Children with Special Needs – Plan pending
- Shasta: The Child with Special Needs – Plan pending
- Shasta: Teaching Children with Special Needs and Early Intervention Strategies – Plan pending
- VVC: Introduction to Children with Special Needs – Plan pending
- VVC: Curriculum and Strategies for Special Needs – Plan pending

## **Infant and Toddler**

### *Infant/Toddler Development*

- Allan Hancock – ZTC. Adopting [Infant and Toddler Care and Development \(Taintor and LaMarr\)](#)
- Cerro Coso – Adapting [Infant and Toddler Care and Development \(Taintor and LaMarr\)](#)
- Chabot – Plan pending
- Coalinga – Exploring available OER
- Palomar – Adapting [Infant and Toddler Care and Development \(Taintor and LaMarr\)](#)
- Victor Valley – Adapting [Infant and Toddler Care and Development \(Taintor and LaMarr\)](#)

### *Infant/Toddler Care and Education*

- Allan Hancock – ZTC.
- Cerro Cosco - Adapting [Infant and Toddler Care and Development \(Taintor and LaMarr\)](#)
- Chabot – Plan pending
- Coalinga – Plan pending
- Palomar - Adapting [Infant and Toddler Care and Development \(Taintor and LaMarr\)](#)

## **Introduction to Curriculum (C-ID ECE 130)**

- Allan Hancock – ZTC

- Barstow – Plan pending
- Cañada – ZTC
- Cerro Coso – ZTC. Working on resources in Spanish
- Chabot – ZTC
- Clovis – Creating ancillaries for [Introduction to Curriculum for Early Childhood Education \(Paris and Beeve\)](#)
- Coalinga – ZTC
- Columbia – ZTC
- Cuyamaca – Plan pending
- FCC – ZTC
- LAMC – ZTC
- LAPC – Plan pending
- Mendocino – ZTC
- Merced - ZTC

### **Observation and Assessment (C-ID ECE 200)**

- Allan Hancock – Collaborating with Clovis to adapt existing OER
- Barstow – Plan pending
- Cañada – ZTC
- Cerro Coso – ZTC. Working on resources in Spanish
- Chabot – ZTC
- Clovis – Collaborating with Allan Hancock to adapt existing OER
- Coalinga – ZTC
- Columbia – ZTC
- Cuyamaca – Plan pending
- FCC – ZTC
- LAMC – ZTC
- LAPC – ZTC
- Mendocino – ZTC
- Merced – ZTC
- MVC – ZTC
- Palo Verde - Adopting [Observation and Assessment in Early Childhood Education \(Peterson and Elam\)](#)
- Palomar – ZTC
- RHC – ZTC
- Shasta – ZTC
- VVC - ZTC

### **Practicum in Early Childhood Education (C-ID ECE 210)**

- Allan Hancock – Collaborating on new OER with subgroup
- Barstow – Plan pending
- Cañada – ZTC
- Cerro Coso – ZTC. Working on resources in Spanish
- Chabot – Plan pending

- Clovis – Creating ancillaries
- Columbia – ZTC
- Cuyamaca – Plan pending
- FCC – ZTC
- LAMC – Collaborating on new OER with subgroup
- LAPC – Plan pending
- Mendocino – Collaborating on new OER with subgroup
- Merced – ZTC
- MVC – ZTC
- PVC – ZTC
- Palomar – Plan pending
- RHC – Adapting existing OER
- Shasta – ZTC
- VVC – Collaborating on new OER with subgroup

### **Principles and Practices of Teaching Young Children (C-ID ECE 120)**

- Allan Hancock – ZTC
- Barstow – Plan pending
- Cañada – Plan pending
- Cerro Coso – ZTC. Working on resources in Spanish
- Chabot - Adopting [Principles and Practices of Teaching Young Children \(Stephens et al.\)](#)
- Clovis – ZTC. May create or curate additional materials
- Coalinga – ZTC
- Columbia – ZTC
- Cuyamaca – Plan pending
- FCC – ZTC
- LAMC – ZTC
- LAPC – Plan pending
- Mendocino – ZTC
- Merced – ZTC
- MVC – ZTC
- PVC - Adopting [Principles and Practices of Teaching Young Children \(Stephens et al.\)](#)
- Palomar – ZTC
- RHC – ZTC
- Shasta – ZTC
- VVC - ZTC

### **School Age**

- Columbia: School-Age Child Development, Care, and Education – Plan pending
- Palomar: School-Age Development – Adapting and supplementing existing OER
- Palomar: Curriculum for School-Aged Child – Adapting and supplementing existing OER

- Cerro Coso: School Age Development – ZTC. Revising locally created materials
- Cerro Coso: School Age Curriculum – ZTC. Revising locally created materials

### **Teaching in a Diverse Society (C-ID ECE 230)**

- Allan Hancock – Creating new OER
- Barstow – Plan pending
- Cañada – ZTC
- Cerro Coso – ZTC. Working on resources in Spanish
- Chabot – ZTC
- Coalinga – ZTC
- Columbia – ZTC
- Cuyamaca – Plan pending
- FCC – ZTC
- LAMC – ZTC
- LAPC – Plan pending
- Mendocino – Plan pending
- Merced – ZTC
- MVC – Adapting existing OER
- PVC – Adapting existing OER
- Palomar – ZTC
- RHC – ZTC
- Shasta – ZTC
- VVC - ZTC

### **Additional Courses**

Additional courses that are currently ZTC with no additional work needed were excluded from the list below.

- Coalinga: Single Parenting – Plan pending
- Clovis: Courtship, Marriage, and Divorce: Family & Interpersonal Relationships – Plan pending

### **Conclusions**

The ECE and CDEV Collaboration Cohort has resulted in collaborative projects for the following courses: Abuse and Maltreatment, Administration and Supervision I and II, Practicum in Early Childhood Education (C-ID ECE 210), Guidance and Discipline, and Observation and Assessment (C-ID ECE 200). All cohort participants have access to the collaborative plans to ensure they can consider adopting the products upon completion. A description of the project will be provided in the final report for the field's consideration. The ASCCC OERI recommends that any college with "plan pending" listed in the section above review the cohort plans and consider adoption before OER creation.